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In the bilingual school, one of four parts of the bilingual program, non-English speaking pupils at all levels are classified on the basis of their proficiency in English and grouped homogeneously according to their language ability. English is presented as a second language. Audio-lingual techniques are emphasized, but reading and writing also receive attention. A student advances according to his ability.

The school began in 1963 with summer workshops for teacher training and materials development. Sixteen groups of first, second, third and fourth grade pupils, half of whom are native speakers of Spanish and half, native speakers of English, are involved in the school program. Teachers and pupils work in their own language for approximately half the day and in the second language for the other half. Except for the use of both English and Spanish as instructional media, the instructional program is comparable to that of other Miami elementary schools.

Other parts of the Ford Foundation Project (to expire on December 31, 1965) are: 1) The preparation of language and reading materials for intensive use with children entering school unable to speak English or to read or write in either their vernacular or English; 2) An adaptation of the language textbooks (Fries American English Series) originally developed for Puerto Rican children; and 3) The preparation of guide and audio-visual materials for teachers of non-English speaking pupils.

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Bilingual Education
~~May~~, 1964
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THE MIAMI BILINGUAL PROGRAM

Organization

Non-English speaking pupils at all levels are classified on the basis of their proficiency in English and grouped homogenously according to their language ability. Pupils knowing little or no English are classified as non-independents, those knowing some English but still needing special attention are classified as intermediates, those knowing English well enough to participate in the regular curriculum are classified as independents. The non-independents receive three hours of special instruction in English a day; the intermediates, two hours; and the independents one hour. Pupils assigned to one hour of English may be offered English S.L. or they may be given the regular English courses offered to English-speaking pupils. Schedules are flexible. Pupils are reclassified and transferred as their progress dictates.

The English instruction received by non-English speaking pupils is English as a second language. Audio-lingual techniques are emphasized, but reading and writing also receive attention. Regardless of whether the time devoted to English S.L. is one, two or three hours, the pupils receive English credit equivalent to the credit given to English speaking pupils. That is, at secondary level pupils may have English S.L. for three hours but get only one unit of credit. Ordinarily, non-English speaking pupils spend approximately two years in progressing from non-independent to independent, but some make faster progress and some slower. In the elementary school non-English speaking pupils are promoted or retained largely in terms of their achievement in English S.L. and arithmetic.

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Non-independent and intermediate pupils fill out their schedules with regular subjects taught on grade level. Both groups get arithmetic or mathematics, physical education, art and music. The intermediates get an additional hour of any subject available in which their limitations in English permit them to achieve a degree of success.

Pupils in schools that do not have large enough enrollments to organize the type of bilingual program described above, usually give non-English speaking pupils special help in English for one period a day.

Spanish-S

Spanish-speaking pupils are offered Spanish-S, or Spanish for Spanish speakers beginning in the fourth grade. Spanish-S is assigned credit equivalent to the credit in Spanish offered to English-speaking pupils. The Spanish-S courses are language arts courses similar in content and methodology to the English language arts offered to native English-speaking pupils.

Teacher Training

Two summer workshops for teachers of English S.L. have been held. In these, participating teachers were offered theory courses as follows: Introduction to Linguistic Science, Methods and Materials for English as a Second Language and Structure of American English. In addition, the teachers in the summer workshops taught Spanish-speaking pupils English S.L. for a part of each day, thus putting into practice the principles they learned about in the theory courses. Teachers were paid $80.00 a week. During the school year, short in-service sessions were also offered to teachers of English S.L. The aim in all teacher education courses has been to initiate teachers into audio-lingual theory and practice.

The Ford Foundation Projects

In the fall of 1962 the Dade County Public Schools received a Ford Foundation grant to be used in the development of instructional materials for the education of non-English speaking pupils in American schools and for the establishment of a bilingual public school. The staff working on these projects to date consists of Pauline M. Rojas, director, Ralph F. Robinett, assistant director, Paul W. Bell, coordinator, and five teacher-writers; namely, Herminia M. Cantero, June Granger, Rosa G. Inclan, Mildred B. Lash and Mary E. Perdue.

Since language learning is crucial in the education of all non-English speaking pupils, three of the projects set up under the Grant were planned to meet the basic language needs of these pupils. The fourth project, the bilingual school, includes various groups of native-English speaking pupils as well.

Language and Materials Project (for entering first grade pupils)

The first of the Ford Foundation projects involves the preparation of language and reading materials for children entering school knowing little or no English and not knowing how to read and write in either their vernacular or English. The language units provide a sequential body of structured material for intensive practice. The selection of the items has been influenced not only by linguistic considerations but also by the day by day communication needs of non-English speaking children.

The reading materials draw upon the structured language units for structure patterns and vocabulary and are so ordered that the patterns of sound-symbol correspondences are presented in systematic sequence. No material is presented for reading that has not been practiced orally.

Language Materials Project (for older pupils who know how to read and write Spanish)

The second project deals with the adaptation of the language textbooks (Fries American English Series) originally developed for Puerto Rico. While the pupils for whom the adaptation is intended and the pupils for whom the books were originally written both presumably know how to read and write their vernacular and therefore need only to learn the new language, their situations are otherwise quite different. The Puerto Rican pupil in Puerto Rican schools is in an all-Spanish school in an all-Spanish community and is normally taught English by a teacher whose native language is Spanish. He has little if any need for English outside the English classroom. In contrast, the non-English speaking pupil in American schools constantly needs English in school and out. He spends the school day in an all-English school under native English-speaking teachers, and is in constant contact with English outside of school even when he lives in an ethnically and linguistically segregated community. The adaptation of the Fries American English Series is intended to provide material for intensive practice in English which, it is hoped, will greatly accelerate the pupils' integration into the regular instructional program.

Guides and Audio-Visual Materials Project

The third project provides for the preparation of guides and audio-visual materials for teachers of non-English speaking pupils of the two types dealt with in projects one and two.

The Bilingual School

The fourth project, the establishment of a bilingual school, began in the summer of 1963. Coral Way Elementary was selected as the location for this school and a workshop for participating personnel was given during the summer months. The

school began functioning in the fall of the year 1963-64. It consists of ~~twelve~~ 16 groups of first, second, ~~and~~ and fourth third grade pupils, half of whom are native speakers of Spanish and half, native speakers of English. The faculty, under the direction of Mr. Joseph Lee Logan, consists of six native English-speaking teachers and six native Spanish-speaking teachers. Teachers and pupils work in their own language for approximately half of the day and in the second language for the other half. Matriculation in the bilingual school is voluntary. The instructional program offered children in the bilingual school is the same as that in the other elementary schools of Miami except that both English and Spanish are used as mediums of instruction.

All of the projects are moving forward satisfactorily, thanks to favorable working conditions and excellent consultants' services. Specialists who have served on the Ford Foundation projects to date are Dr. Charles Ferguson, Dr. Ross MacDonald, Dr. David Reed, Dr. Nelson Francis, Dr. Albert Marckwardt, Dr. R. C. Gardner, Dr. Warren C. Cutts, Dr. Pablo Roca, Dr. Alfred Hayes and Dr. Ralph Long. Other consultants scheduled to visit these projects are Dr. C. C. Fries, Dr. Harold Allen and Dr. Theodore Clymer. The grant expires on December 31, 1965.